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Charlie's Poem

I have always wanted to be a
teacher

I was young

I know it sounds really corny

I used to play teachers

I used to love pretending

I'd have all my teddies out

I have always wanted to teach

I did my work experience

I was in year 10

I had always thought

I was doing my A levels

I really liked history

I was told I would fail

I probably would have gone
history wise

I did actually get a B

I worked really hard

I had already applied to go and
do teaching

I wanted to but

I don't know

I think I would have done history

I don't know

I suppose I just dreamed

I will have been teaching 12
years

I qualified.

I don't think it has changed for
me

I think it has changed because of

I have taken on to do

I teach

I have had

I think, a lot more paperwork

Should I stay or should I go

I stayed

I stayed

Lyn's Poem

I least like the amount of
pressure
I have found it quite stilting to me
I felt really disillusioned

I felt they really went over us with
a fine toothed comb
I think that is quite depressing
I am bothered that we didn't get
outstanding
I am not sure I aspire to that
I wanted them to acknowledge

I don't know what her name was

I was trying to talk to her

I was with the children
I would have liked acknowledging
I wouldn't have half killed myself
I know we did it for the kids

I wouldn't have worked every
bank holiday and up till 2o'clock
in the morning
I wouldn't have worked every day
I won't next year
I'll do as much as I can
I won't kill myself doing it
I think you just get bitter and
twisted

I was crapping myself as usual
I was really quite scared
I think the first observation

I just thought, "Oh my god"

I was with the kids on my own
I didn't think we would get good

I was just really pleased
I did feel really bad
I felt slightly guilty
I had got good
I am sure they must think
I am just looking all right
I have worked my socks off

I just thought "thank god for that"

I can't do any more than I am
doing

I can't give any more
I can't possibly
I haven't got the time
I can't think of any more
I could do

Norma's Poem

I spent all weekend preparing
and doing and redoing

If I had just done
What I normally do
I would have been fine
I reached breaking point

I didn't want to let anybody down.

I put the pressure on myself
I just got into such a stress
I didn't do myself any favours

I said that lesson was awful and
crumbled round my ears

I suppose they had to get a
measure
I think you felt that the increase
in workload was never ending

I didn't worry too much
I had got my head down
I was asked to do
I thought, "I'll try it"
I kept going and kept going
I mean we did come to blows
I am sure
I can't take anymore
I mean I have now decided to go
part-time
I have been thinking for a long
time
I wanted to be part-time
I got really upset after the Ofsted
inspection

I realised it wasn't working

I was completely dedicated
I wasn't actually noticing that
things were going wrong at home
I didn't even notice
I did notice to some degree but it
kind of wasn't my priority

I was thinking
I have got too much school work
to do

I think suddenly
I thought, "hang on a minute,
what's important here?"
I think teaching is that kind of job
I was doing

I finished one thing
I thought, "right"
I will get on with this and home
life was taking second...
I thought that has to stop
I mean my husband wanted me
to give up
All I could see in front of me was
this void
I didn't know what I was going to
do
I have always joked and said
I want to work in Marks and
Spencer
I was thinking
I'm sure
I do really want to work in Marks
and Spencer
I was making myself ill

Consciousness is multifaceted

Historical and material

Political boundary – manifest in the policies and processes of a marketised education system and performativity. The neo-liberal political agenda provides a powerful discourse in framing teachers as care givers. Teachers as care receivers is also framed in terms of the contract and policy – outcomes, progress, employability... - and therefore ‘institutional capture’ (Smith 2005)

Moral boundary – the need to be good, at least. Better to be outstanding. Policed through a regulatory framework. The dread of Ofsted! Teachers are care givers and care receivers, however the care received is defined from those removed from its intimate relations and therefore from their position of ‘privileged irresponsibility’ (Tronto 1993).

Personal boundary – Teachers care. Performing less than ‘good’ frames teachers as ‘bad’ care givers – however this is not ‘bad’ care but a struggle between a performative demand and their wider consciousness of care. The masculinist ethical narrative permeates teachers’ emotional labour so that their wider consciousness of themselves as care receivers is silenced.

International symposium: *Engaging Children and Young People: Creative Methods and Research Ethics*
20-21 June Huddersfield

Disembodied Lives: How teachers come to care and what this might mean for research in schools.

Childhood Studies has significantly shifted the narrative about children and childhoods away from narrow conceptualisations of the child as an adult in the making, further rejecting the parochial and essentialist theorizing of social constructivism, to include a fluid and broader concern for the centrality of voice and how children develop, understand and regulate their own lives. In this context the politics of representation are an important concern and childhood researchers are keenly aware of the need to critically evaluate both how children's lives are organized and mediated, and how they critically analyse how they come to represent children's lived experience in their research work.

This presentation reports on the findings of an institutional ethnography of a primary school in the north of England during a period of regulatory scrutiny when the school was judged by Ofsted inspectors as 'performing less well than it might in all the circumstances reasonably be expected to perform'. Consideration is given to use of a narrative method, the Listening Guide including 'I' poems, and how these were utilised in revealing and analysing the co-ordination of social relations. Findings reveal complex, relational, ethical and political context in which the teachers' work is organized by powerful texts and intertextual processes. Specifically teachers are scrutinized by inspectors as needing to care about targets and desired outcomes and silenced as care receivers. The dilemmas this creates for research with children and young people in educational settings is discussed.